

POSTGRADUATE STUDENTS' INTENTION TO INTEGRATE SOCIAL MEDIA FOR LEARNING IN SOUTH-WEST, NIGERIA.

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Abstract

Social media is a technology that appeared for fun and communication. It has become instructional tool globally. However, in spite of relevance, it has not been aware. Therefore, the study investigates postgraduate students' intention to integrate social media for learning in South-west, Nigeria. The research employed descriptive method of cross-sectional survey. Purposive sampling was used in sampling 2,458 postgraduate students in 2015 across the universities in South-west, Nigeria via questionnaire. The findings revealed that there were no significant differences between postgraduate students on intention to integrate social media for learning and also based on their area of study $t(2454) = 0.66, p = 0.02$. $F(2, 2455) = 0.32, p > 0.05$. The study concluded that postgraduate students' have positive perception towards social media. It was however recommended that the use of social media should be encouraged in facilitating learning.

Key words: Area of study. Gender, Intention, Learning, Postgraduate students, Social media,

Information and Communication Technologies have modernized the educational sector by transforming it better in given instruction with digital and technological devices. Learning become virtual and digitalised with remarkably yielding positive record of students' academic performances. The National Policy on Education (FRN, 2013) in Nigeria clearly stated that education is a vital instrument for change and social outlook of any society. Educational goals will be difficult to attain without the needed technology and technologies to employ. Technology extends to the application of skills by the teachers to manage, disseminate knowledge, and provide new advantages for learners to acquire learning experiences using various methods and technologies (Chai, Koh & Tsai, 2010; Hong & Songan, 2011). Information and Communication Technology (ICT) has remarkable influence on the pedagogical services being rendered by teachers during instructional delivery within and outside the classroom to facilitate teacher-students interaction (Ogunwale, Ojo and Awosan, 2007, Omiola, 2011). ICT is a modern technological process that enables access to, collect, store, and process and disseminate learning contents (Ajayi & Ekundayo, 2009; Adeyemo, 2010; Iyeke, 2011). Yusuf (2005) described ICT as diverse instruments and facilities that facilitate improvement of knowledge base.

The author notes further that the use of ICTs is an eclectic application of the internet, wireless networks, cell phones, satellite communications, digital television, computing, communication, telecommunication and satellite technology to have diverse of information. The uses also meet the learning needs via promoting independent knowledge acquisition by students and improving teachers' proficiency (Abolade & Yusuf, 2005; Lampe, Ellison & Steinfield, 2006). The deployment of ICT in education enables effective utilization and easy dissemination of pedagogies in learning, thereby providing learners with benefits to acquire knowledge independently (Kirschner & Karpinski, 2010; Hismanoglu, 2012). Geer and Sweeney (2012) opined that using educational technology would facilitate educators and students to be comfortable in getting the full plethora advantages of instruction. Becta (2003) emphasized that ICT globalization assist students in accessing relevant materials, anywhere anytime regardless of geographical location.

The advent of ICT and the internet have revolutionised education from classroom-based to content delivery via e-learning and m-learning making it ubiquitous and significantly contribute to pedagogical process (Diem, 2007; Adebayo, 2012; Falade, 2013). Mobile technologies facilitate myriads of experiences through social networking sites. According to Andreas and Michael (2012), social media is an internet-based application which are constructed on the ideological and technological foundations of Web 2.0. It also allows the creation, exchange of user-generated contents, ideas, social relation and communication. It empowers universal

access and communication procedures. Social media has significantly changed the techniques through which tertiary institutions, organizations, communities, and individuals communicate (Caruso, 2008). Social media are web based services which permits individuals to produce a public or semi-public profile, articulate users and view others within the system. Social media are classified into six namely; collaborative project (e.g. Wikipedia), blogs and microblogs (for example, Twitter), content communities (for example, YouTube), social networking sites (for example, Facebook), virtual game worlds (for example, World of Warcraft), and virtual social worlds (for example, Second Life) (Mark, 2010).

These are achieved through the social media devices namely; cell phones, smart phones, palm tops and handheld computers, tablet PCs, laptops, desktops, iPad, iPod, Blackberry and Android; and social network sites such as Facebook, Twitter, 2go, google+ and flicker (Kietzmann, 2011). Social media activities include: blogs, picture-sharing, v logs, wall-postings, e-mailing, instant messaging, music-sharing, crowd sourcing and voice over IP, to name a few. These services are more often integrated through social media aggregation platforms (Seltzer & Mitrook, 2007).

The aforementioned technologies are more often used among students of tertiary institutions for entertainment and social conversation. Social media facilitate opportunities for two-way dialogue among learners and instructors in the learning institutions (Bortree & Seltzer, 2009). In a similar vein, Bryer and Zavatarro (2011) posited that the application of social media facilitates social interaction, deliberation and collaboration among educational stakeholders with Web 2.0 tools to read or write. In essence, Social media affords opportunities for interactions, learning and researches in different institution.

In tertiary institutions of learning in Nigeria, the integration of social media are mainly for course registration, submitting assignments, checking results, Research collaboration and instructional and content delivery (Mazer, 2007; Sanni, Awoleye, Egbetokun & Siyanbola, 2009). It also gives room for interactivity within and outside the classroom setting. The relevance of social media in an instructional delivery process include making collaboration learning easier, enhances cooperative learning, and instructional attainment which could give insights from the broader group with intention of convening valuable instructional skills and knowledge among researchers based on area of study.

The area of study cut across disciplines like pure sciences, humanities and applied sciences. The interrelatedness of these areas of study to all disciplines exemplifies that there is a significant need to study the students' perception towards the utilization of social media in facilitating learning as it relates to forms of communication via websites. Popular social media such as Facebook, Twitter, Myspace, Instagram and so forth have been called as the public display of connection and give people opportunities to satisfy the need to socially identify with others, who share similar interests and are often comprised of their closest friends and peers. These social media enable the users to snap photos, transform or enhance the image, and upload to their friends as a way of documenting the moment on the students' mobile devices (Tajuddin, Hassan, & Ahmad, 2013). The utilization of social media and deftness of their usage is based on the gender influence have about it.

Gender difference is one of the moderating variables that are harvesting academic researches globally from diverse of disciplines. The application of emerging computer-based technologies revealed a lot of inconclusive findings based on gender interactions. The issue of gender lacuna in the use of technologies is gaining ground and drawing attention of academic researchers. Bsharah, Gasaymeh & Abdelrahman (2014) and Adetimirin (2013) found out that gender difference has influence on individual's interest, attitude toward the utilization of ICTs.

Studies conducted by Mix(2010) and Christine (2013) on gender differences on the use of social media revealed that female cultivated a good deal of interest towards using social media. The author further found out that female between the age difference of 19 and 25 had flair for expressing language via social media; while their counterparts, male generally use social media to collect information. Volman (2005) note that male were more often motivated by frequent access to Information and Communication Technologies, whereas female more often need support than their male counterparts. This may be unconnected with different perception and approaches that both female and male have towards working with ICT, rather than a lack of self-efficacy or skills towards their use.

Olabemiwo (2013) conducted a study on gender differences with respect to computer self-efficacy towards the utilization of social media for learning and found out that skills possessed irrespective of individual gender experiences influence their use of ICT. Self-efficacy reflects in the way individual postgraduate

university students use the Social media. The University is a citadel of higher learning, with the objectives of teaching; researching and community service. It trains students at both undergraduate and postgraduate levels. The study was based on conceptual frame work of Technology Acceptance Model's (TAM). The model put forward different concepts and variables which include the intention to use technology propounded by Davis (1989).

Studies on postgraduate students' utilization and adopting of Social media for learning in Nigerian university setting seem to be rare. Specifically, the empirical studies that investigate the use and acceptance of social media for learning established that the use of Technology Acceptance Model among postgraduate students are currently not encouraging. It is against this backdrop that this research examined the Postgraduate students on the intention to integrate Social media for learning, in South-west, Nigeria.

Statement of the Problem

The continuous use of social media among students and lecturers for interaction and education is increasingly prevalent in tertiary institutions (Olasedidun, 2014). Several studies have been conducted on social media and education globally. For instance, Eli (2008) concluded that students' perceived ease of use led to higher perceived usefulness and ultimately greater intensity of use of the social media. Shirky's (2012) also revealed that social media allow groups of students to form activities which enable postgraduate students have higher potential value. Christopher, Lauren and Ben (2012) examined students' perception of use of 'Facebook pages' within the individual university and the authors stressed that Facebook was a popular platform that facilitates acquisition of knowledge in the university. Olasedidun (2014) revealed that lecturers in the Colleges of Education had positive perception on the ease of use, usefulness, and intention towards applying social media in instruction.

The afore-mentioned studies depicted the inclusion, relevance and utilization of social media into instructional experiences by teachers and learners in Nigeria institutions. However, many variables such as the awareness, self-efficacy, the perceived ease of use, the perceived usefulness, and intention to integrate social media into learning among postgraduate students was not investigated. Thus, this study investigated the postgraduate students' intention to integrate social media for learning in South-west, Nigeria.

Research Question

The following questions are answered in the study.

- 1: What are the significant difference between male and female postgraduate students' intention to the use of Social media in learning?
- 2: Is there is any significant difference in the postgraduate students' intention to use Social media in learning based on area of study.

Research Hypotheses

The following null hypotheses were tested in this study.

- H0₁: There is no significant difference between male and female postgraduate students' intention to the use of Social media in learning.
- H0₂: There is no significant difference in the postgraduate students' intention to use Social media in learning based on area of study.

Methodology

METHODOLOGY

The design of this study was a descriptive research type using cross-sectional survey method. The study population composed of the postgraduate students in all the six states in the South-west, Nigeria. They are; Oyo, Ogun, Ondo, Ekiti, Osun and Lagos States. The target population included the postgraduate students in the Federal and the state owned universities in six states in Southwestern Nigeria. Ten Universities were

randomly sampled out of fifteen universities in the South western Nigeria. National Open University of Nigeria (NOUN) was deliberately excluded from the study because it operates on open and distance learning mode and provide lectures to students in some certain study centres; which may not readily make the postgraduate students accessible to give adequate information needed for the research. The Private Universities and 4 other state and federal universities were excluded because they are fairly young in terms of year of establishment and do not have a regular pattern of postgraduate programmes. The research instrument used was a researcher questionnaire. Items in the questionnaire were based on the intention to use Social media in learning. The face and content validity of the instrument were done by the researcher's a lecturer in the Department of Educational Technology, a lecturer in the Department of Library and Information Science and a from the Department of Test, Measurement and Evaluation, University of Ilorin, Ilorin, Nigeria. The researcher personally visited the ten (10) out of fifteen (15) universities that were sampled with the help of research assistants to administer the research instruments. The data were collected through a process of response to paper and pen survey questionnaires were adopted. The researcher responsible for the distribution and collection of the study instruments. The data were analyzed using descriptive and inferential statistics but hypothesis one was tested using *t*-test and hypotheses two was tested using ANOVA with SPSS statistics version 21 package and were tested at 0.05 level of significance

Hypothesis Testing

H0₁: There is no significant difference between male and female postgraduate students in their intention to use Social media in learning.

In determining whether there is any significant difference between male and female postgraduate students' intention to use of Social media in learning, the null hypothesis was tested by using independent sample t-test as shown in Table 1.

Table 11:

t-test of Male and Female Postgraduate Students' Intention to Use Social Media for Learning

Gender	No	X	SD	Df	T	Sig. (2-tailed)
Male	1530	25.37	3.70	2454	0.66	0.02
Female	928	24.38	3.51			

Table 1 indicates that $t(2454) = 0.66, p = 0.02$. This means that the stated null hypothesis was not accepted. This was as a result of the t-value (0.66) with p-value 0.02 at 0.05 alpha value. This means that, there was significant difference between male and female postgraduate students' intention to use Social media in learning. However, the means score was higher than their female (24.38) counterparts. This implies that the male students' perception toward the intention to use Social media in learning is more than their female counterparts.

H0₂: There is no significant difference in the postgraduate students' intention to use Social media in learning based on area of study

In determining whether there is any significant difference in postgraduate students' intention to use social media in learning based on area of study, the null hypothesis was tested by using one way ANOVA as shown in Table 2

Table 2:

Postgraduate Students' Intention to use Social Media in Learning based on Area of Study

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.869	2	.435	.032	.968
Within Groups	32992.098	2455	13.439		
Total	32992,967	2457			

Table 2 also reveals $F(2, 2455) = 0.32, p > 0.05$, for postgraduate students' intention to in the use of social media in learning based on area of study. There is no significant difference in postgraduate students' intention to use social media in learning based on area of study.

Discussion:

Postgraduate Students 'Gender and Intention to use Social Media in Learning.

The result of t-test analysis on male and female postgraduate students' intention to use social media in learning showed no significant gender difference. It revealed that postgraduate male students' intention to use social media in learning were not different from their female counterparts. The finding contradict Lampe, Ellison, Steinfield, and Lampe, (2007) and Gray, Vitak, Easton, and Ellison, (2013), whose study revealed that there was gender gap in the students' use of Facebook. The findings further contradicted Igbaria, Schiffman, and Wiecekowski, (1994) who confirmed that there is significant impact of behavioural intentions on ICT usage.

It could therefore be inferred from the findings, that there were no important variation between male and female postgraduate students' intention to use social media in learning. This implies that both male and female postgraduate students have the intention of using the technology for learning.

Postgraduate Students' Gender, Area of study and Intention to Use Social Media.

The findings on male and female postgraduate students and their area of study on intention to use social media analysis revealed no significant difference between both male and female postgraduate students' intention to the use of social media in learning. This finding supported Olumorin (2008) who submitted that successful integration of ICT into higher education depends not only on awareness and availability but also on the extent to which instructors are willing and able to use it. The findings contradict Ventkatesh and Davis (1996) who explained the perceived ease of use, thus men's' perception of perceived usefulness of technology was significant, for males and female, therefore, both male and female postgraduate students should be encouraged positively to the use of Social media in learning.

Conclusion

Findings established that postgraduate students' were of positive intention of social media for learning and there is no significant difference between male and female postgraduate students' on intention to integrate social media in learning based on the area of study.

Recommendations

The study recommends the followings,

1. The Postgraduate students should be allowed to use a functional medium for accessing the social media.

2. Proper education on social media usage for learning should be encouraged among the postgraduate students.

3. They should be discouraged from using social media for fun and entertainment rather than for learning purposes.

4. The university should work out ICT policy that will be students friendly for the postgraduate studies.

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